SMART Board Training

Analysis Phase

Needs Analysis

As technology continues to advance the need for students to know more about the technology increases; however, before students can be properly trained their teachers must be. The day markers replaced chalk and white film covered black boards was only the beginning. Teachers everywhere are typing lessons, taking handwritten electronic notes and saving them, giving exams without ever making a single copy, and creating technology integrated lessons on SMART Board. Somewhere in my years of earning my teaching degree I missed the memo that I would be learning and catching up with the latest and greatest the rest of my life. Whether they said it or not, I think it is true for every educator.

This training will serve as a brief introductory training to the basics of SMART Board for novice teachers who are currently using or will be using SMART Board. Some people are tech savvy and some are not. For those who are not or who limit themselves to a computer, SMART Board can be intimidating. This training will provide the skills and knowledge necessary for educators to perform basic operations of SMART Board.

Learner Analysis

The learners participating in this training will be educators of all ages, levels, and experience. The current knowledge of the subject will range from none to limited. Education level will range from bachelor's through doctorate. Delivery of the training will take place in a computer lab where SMART Board and SMART Board software are present so that each learner is at his/her own machine. One constraint that may occur is the current technological level of the learner. Those who are tech savvy may catch on faster than those who are not or vice versa. Nevertheless, keeping everyone engaged in something to be concerned about through the training.

Learner Analysis Table

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | Gender | Age | Education | Years of Teaching | Teaching Level | Tech Exp | SB exp |
| Bell | F | 25 | B.S. | 1 | Elem | lim | 0 |
| Bond | F | 55 | B.S. | 25 | JH | med | 0 |
| Curry | M | 30 | Ph.D. | 5 | College | adv | lim |
| Heath | F | 53 | M.S. | 18 | JH | med | 0 |
| Hoffman | F | 55 | B.S. | 30 | JH | med | 0 |
| Hoskins | M | 60 | B.S. | 31 | HS | med | 0 |
| Jones, A. | M | 30 | M.S. | 6 | HS | lim | 0 |
| Jones, S. | F | 27 | B.S. | 3 | Elem | lim | 0 |
| Matthews | F | 40 | B.S. | 12 | JH | adv | lim |
| Nelson | M | 45 | B.S. | 14 | Elem | adv | 0 |
| Reese | F | 30 | B.S. | 6 | HS | lim | 0 |
| Robinson | F | 56 | Ph.D. | 28 | College | med | 0 |
| Rogers | F | 41 | B.S. | 17 | HS | adv | lim |
| Sanders | F | 48 | B.S. | 15 | HS | lim | lim |
| Scott | M | 32 | M.S. | 7 | Elem | lim | 0 |
| Smith, D. | M | 29 | B.S. | 4 | Elem | adv | 0 |
| Smith, K. | F | 28 | B.S. | 4 | Elem | med | 0 |
| Washington | M | 62 | B.S. | 35 | Elem | med | 0 |
| Weber | F | 58 | B.S. | 32 | Elem | lim | 0 |
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